DOCUMENT RESUME

ED 429 127 TM 029 696

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TITLE	Learning about Education through Statistics. Second Edition.
INSTITUTION	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-1999-028
PUB DATE	1999-04-00
NOTE	35p.; For the first edition, see ED 403 329.
AVAILABLE FROM	ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398; Tel: 877-433-7827 (Toll Free).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Data Analysis; Data Collection; *Educational Research; *Elementary Secondary Education; *Higher Education; Information Dissemination; Longitudinal Studies; *National Surveys; Research Reports; *School Statistics; *Statistical Analysis; User Needs (Information)
IDENTIFIERS	Common Core of Data Program; *National Center for Education Statistics

ABSTRACT

The National Center for Education Statistics (NCES) gathers data on all aspects of education from across the United States and releases the resulting surveys and studies as survey reports, information compendia, and special reports that focus on specific educational topics. NCES also participates in joint research activities, brings together data collected by federal, state, and local agencies, and reports on education in the United States compared with other countries. Brief descriptions are given for the following NCES components and surveys related to elementary and secondary education: (1) Common Core of Data; (2) Private School Survey; (3) School District Data Book; (4) Schools and Staffing Survey; (5) National Assessment of Educational Progress; and (6) several elementary and secondary longitudinal studies. The Integrated Postsecondary Education Data System, the National Study of Postsecondary Faculty, postsecondary longitudinal studies, and the National Postsecondary Student Aid Study collect data related to postsecondary education. The National Household Education Survey and the various library surveys are other data gathering operations of NCES. NCES also collects data from adult literacy surveys and the Data on Vocational Education project and it participated in international studies, such as the Third International Mathematics and Science Study. Some data reporting operations, including the Fast Response Survey System, are described. Resource information and a list of NCES publications are attached. (SLD)

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Learning About Education Through Statistics

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Learning About Education Through Statistics

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NCES 1999–028

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The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public.

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U.S. Department of Education
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Washington, DC 20208–5574

April 1999

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http://nces.ed.gov/pubsearch/index.asp

Suggested Citation
U.S. Department of Education. National Center for Education Statistics. *Learning About Education Through Statistics,* NCES 1999–028, by Claire Geddes. Washington, DC: 1999.

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Learning About Education Through Statistics

What activity involves more than 1 out of every 4 Americans, with expenditures totalling 7.4 percent of the gross domestic product?

Participation in formal education of some kind.

What experience has been shared by 82 percent of all Americans age 25 or older?

Graduation from high school.

Is student enrollment growing or shrinking? What is the trend in teachers' salaries? How do states compare in teacher/student ratios and educational attainment? Is the cost of college continuing to rise?

Finding the answers to these and many other questions is more than just a trivial pursuit. Statistics are the directional signs along the road to quality education for all Americans. We must know where we have been, so that we can better understand where we are going.

Most Americans have memories of their own formal education and have strong opinions based on those experiences. Personal contact is a powerful learning tool, but no single experience, no matter how powerful, can compare with facts gathered from a broader perspective. Such is the wealth of statistical material collected and released by the U.S. Department of Education's National Center for Education Statistics (NCES).

NCES gathers data on all aspects of education from across the country, organizes the data in useful forms, and releases the resulting surveys and studies as survey reports, information compendia, and special reports that focus on specific educational topics.

NCES also participates in joint research activities with other organizations, including the National Science Foundation and the Bureau of the Census; brings together federal, state, and local education data collectors through cooperative statistics programs; and reports on education in the United States compared with other countries.

NCES is a multimedia operation, producing annual and periodic statistical material as printed publications, postings on the Internet, and as CD-ROM data sets.

WHO USES NCES DATA

NCES serves a wide variety of data users who ask questions on many issues. Some examples include:

- **Federal, state, and local governments** request data for a variety of purposes. Congress uses data to study education issues, to plan federal programs, and to serve constituents' needs. Federal agencies, such as the Departments of Commerce and Labor, are concerned with the supply of trained manpower coming out of schools. State and local officials confront problems of staffing and financing public education.

- The **media** use NCES data to inform the public about such matters as school and college enrollment and expenditures per student.

- **Education organizations,** such as the American Council on Education, the National Education Association, and the American Federation of Teachers, use data for planning and research.

- **Colleges** use institution-level data on enrollment, finances, and graduation ratios to make comparisons with other postsecondary institutions.

- The **general public** uses education statistics to become more knowledgeable and to make informed decisions about current educational issues.

- **Researchers** perform specialized analyses using NCES databases.

- **Businesses** use trend data on enrollments and expenditures to forecast demand for their products.

What Information is Available

NCES studies cover the entire educational spectrum, providing the facts and figures needed to help policymakers understand the condition of education in the nation today, to give researchers a foundation of data to build upon, and to help teachers and administrators decide the best practices for their schools. NCES annually produces three major publications which enjoy wide circulation: *The Condition of Education, Digest of Education Statistics,* and *Projections of Education Statistics.* These publications present statistics on a broad array of education topics. The following pages provide brief summaries of NCES studies, including a sampling of the important findings.

Table 1 summarizes major NCES studies by type of data and level.

A more detailed description of NCES and its studies can be found in the publication, *Programs and Plans of the National Center for Education Statistics.* Single copies are available from NCES by writing to Celestine Davis, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208–5650, or by calling Celestine Davis at (202) 219–1432. A copy of the publication and other useful information from NCES is posted on the NCES Home Page at:

http://nces.ed.gov/

Table 1.—NCES survey data available, by level for which data are available

Data about:	Specific School/ Institutions	Specific District/ Localities	States	Nation
ELEMENTARY/SECONDARY				
Students	CCD	CCD, SDDB	CCD, NAEP, SDDB	CCD, DOVE, FRSS, HS&B, HSTS, NAEP, NELS:88, NHES, NLS–72, PSS, SDDB, TIMSS
Teachers/Staff	CCD	CCD	CCD, NAEP, SASS	B&B, CCD, DOVE, FRSS, HS&B, NAEP, NELS:88, PSS, SASS, TIMSS
Schools	CCD	CCD	CCD, SASS	CCD, FRSS, HS&B, NAEP, NELS:88, PSS, SASS, TIMSS
Finances	CCD	CCD		CCD
Assessment		NAEP		HS&B, NELS:88, NLS–72, TIMSS
POSTSECONDARY				
Students	IPEDS		IPEDS	B&B, BPS, DOVE, HS&B, IPEDS, NELS:88, NHES, NLS–72, NPSAS, PEQIS
Faculty/Staff	IPEDS		IPEDS	IPEDS, NSOPF, PEQIS
Institutions	IPEDS		IPEDS	IPEDS, NPSAS, PEQIS
Finances	IPEDS		IPEDS	IPEDS
Student Aid			IPEDS	B&B, BPS, NPSAS
Completions	IPEDS		IPEDS	B&B, BPS, DOVE, HS&B, IPEDS, NELS:88, NLS–72
LIFELONG LEARNING				
Adult Education				B&B, IALS, NALS, NHES
Libraries	PLS	PLS	ALS, PLS	ALS, NHES, PLS
Households		SDDB	SDDB	HS&B, IALS, NALS, NELS:88, NHES, SDDB

The data in table 1 are derived from the following sources:

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What Data Do We Collect?

Elementary and Secondary Education

How are school enrollments changing?

- From 1975 to 1985, public elementary school enrollment decreased by 11 percent; then increased almost 20 percent during the next ten years as a new cohort moved through school. Public secondary school enrollment decreased by 13 percent from 1975 to 1985, then increased under one percent from 1985 to 1995.

Common Core of Data

The Common Core of Data (CCD) is the primary database for basic elementary and secondary education statistics. Every year, the CCD surveys all public elementary and secondary schools, and all school districts in the United States. The CCD provides general descriptive statistics about schools and school districts, demographic information about students and staff, and fiscal data.

Private School Survey

This survey provides the same type of information collected in the Common Core of Data, but for private rather than public schools. The Private School Survey is conducted every two years and includes such variables as school affiliation, number of high school graduates, and program emphasis.

School District Data Book

The School District Data Book (SDDB) is an education database that contains demographic and other characteristics of public school districts in the nation. It contains the most extensive set of data on children, their households and characteristics of public school districts based on data from the 1990 census.

What are the sources of newly hired teachers?

- Between 1988 and 1994, there was a shift in the sources of supply of newly hired teachers as both public and private schools hired larger proportions of first-time teachers and smaller proportions of transfers and reentrants. In 1994, 46 percent of new hires in public schools were first-time teachers, 31 percent transfers, and 23 percent were reentrants.

SCHOOLS AND STAFFING SURVEY

The Schools and Staffing Survey (SASS) provides national and state-level data on public schools and national data on private schools, principals, school districts, and teachers. The survey monitors teacher supply and demand conditions, teacher work force composition, school policies, and the general status of teaching and schooling. A portion of the survey is devoted to school libraries and media centers as well as school librarians.

SASS is a unified set of surveys that facilitates comparison between public and private schools and allows linkages of teachers, schools, school districts, and administrator data. There are four core components: the Teacher Demand and Shortage Survey, the School Principal Survey, the School Survey, and the School Teacher Survey.

Have students improved in their reading?

- Gains in average reading scores for nine-year-old students were observed from 1971 to 1980, but did not continue in the 1980s and 1990s. Thirteen-year-old students had higher scores in 1996 than in 1971, but remained constant in the 1980s and 1990s. Seventeen-year-olds showed modest gains over the entire 25 year period.
- Early and more recent gains among 13-year-old students in the upper quartile resulted in an overall pattern of increased performance; a similar trend was demonstrated by 9-year-olds, but not by 17-year-olds.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The National Assessment of Educational Progress (NAEP) is a Congressionally mandated program that assesses the knowledge and skills of the nation's youth. Representative samples of 4th-, 8th-, and 12th-grade students are assessed in reading, mathematics, science, writing, history, geography, and other subject areas. NAEP also provides comparative state data for a large number of states that voluntarily participate in selected assessments. Long term trends are followed in the areas of reading, writing, mathematics, and science.

High School Transcript Studies (HSTS) have also been done in conjunction with NAEP. High school transcripts inform researchers about course-taking patterns of students. The NAEP studies allow investigation of the relationship between course-taking and performance.

TAKING THE LONG-RANGE VIEW

What percent of young people go to college?

- Nearly 63 percent of 1988 eighth-graders had attended some type of postsecondary education by 1994. Of those attending postsecondary education, about 57 percent were at public or private four-year colleges or universities; 36 percent were enrolled in public two-year colleges; and the remainder (7 percent) attended trade or technical programs of shorter duration.

ELEMENTARY AND SECONDARY LONGITUDINAL STUDIES

These statistics and many more on students, professional staff, and assessment can be computed using the National Education Longitudinal Study of 1988 (NELS:88). Data were collected from students and their parents, teachers, and high school principals, as well as through cognitive tests and high school transcripts. NELS plans to continue surveying the 1988 eighth graders through the year 2000. Findings from NELS:88 can be compared to data from earlier NCES sponsored longitudinal studies.

These longitudinal studies, which follow cohorts of students of varying initial ages, provide detailed information on academic growth, high school dropouts, and experiences in postsecondary education and the world of work. These studies are long-term surveys that follow specific classes of students before, during, and after high school. At the end of each study, educational and occupational aspirations can be compared against actual attainment.

Elementary and secondary longitudinal studies include:

- The National Longitudinal Study of the High School Class of 1972 (NLS-72) followed a sample of 1972 high school seniors, from 1972 to 1986.
- High School and Beyond (HS&B) followed 1980 sophomores, from 1980 through 1992; and 1980 seniors from 1980 through 1986.
- The National Education Longitudinal Study of 1988 (NELS:88) plans to continue surveying 1988 8th-graders through the year 2000.
- Beginning in the fall of 1998, the Early Childhood Longitudinal Study—Kindergarten (ECLS-K) will survey a sample of kindergarten children through fifth grade.

What are popular majors in college?

- Business was by far the most popular undergraduate major in 1995, with 20 percent of students receiving bachelor's degrees in this field, though it has dropped off a bit since the mid to late eighties.

- A greater proportion of students selected undergraduate majors in social science and history and in psychology in 1995 than in 1985. The percentage of bachelor's degrees conferred in social science and history increased from 9 to 11 percent to become the second most popular degree field, while psychology saw an increase from 4 to 6 percent of all degrees conferred.

- The number of bachelor's degrees conferred in science and engineering declined 19 percent from 1985 to 1990, and degrees earned in computer and information science also declined during this period by 30 percent. However, the declines leveled off between 1990 and 1995.

INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

The Integrated Postsecondary Education Data System (IPEDS) is a principal source of postsecondary education information within NCES. IPEDS data includes fall enrollment, number of degrees offered, faculty salaries, financial statistics, and library statistics, by institution. The system enables analyses on variables such as number of students, first-time freshmen, graduate and professional students, race-ethnicity of students, and program completion.

How do professors spend their time?

- The majority of faculty work hours are spent teaching students. Faculty members reported in 1992–93 that 54 percent of their time was spent in the classroom, while the next two largest categories of work were research (17 percent) and administration (13 percent).
- Faculty reported in 1992–93 on average that they would prefer to spend roughly the same amount of time teaching that they currently do, but more time on research.

NATIONAL STUDY OF POSTSECONDARY FACULTY (NSOPF)

The National Study of Postsecondary Faculty (NSOPF) examines faculty and staff characteristics, including: socio-demographic characteristics, field of instruction, professional background, courses taught, and tenure. Two cycles of NSOPF have been conducted to date, allowing for comparisons to be made over time and for detailed comparisons among faculty in various disciplines.

The first cycle was limited to faculty and staff who taught at least one course for credit during the fall semester. The second cycle expanded the sample to include anyone with any type of instructional responsibility. In addition, the second cycle surveyed an increased number of institutions.

The Long-Term View of College

How long does it take to finish college?

- Of those students beginning a bachelor's degree program during the 1989–90 school year, 46 percent had completed their bachelor's degree by spring 1994. In addition, about 8 percent of the students had completed a degree below the bachelor's level by spring 1994, 18 percent were still enrolled in college, and 28 percent had left college without a degree.
- Half of those students who began their bachelor's degree programs on a full-time basis had completed their degrees within 5 years, compared to 15 percent of those who started on a part-time basis.

Postsecondary Longitudinal Studies

- The Beginning Postsecondary Students (BPS) Longitudinal Study follows a sample of beginning students, regardless of their age, over time. Two BPS cohorts have been followed, students beginning postsecondary education in 1989–90 and in 1995–96. BPS describes experience during postsecondary education, including persistence to a degree, and labor market experience after leaving postsecondary education (with or without a degree), as well as family information.
- The Baccalaureate and Beyond (B&B) Longitudinal Study follows a sample of baccalaureate degree completers after graduation. One B&B cohort, those receiving degrees in 1992–93, has been followed and a second cohort will begin with 1999–2000 degree recipients. B&B examines occupational, educational, and family experiences of college graduates over time, including transitions into the labor market and graduate/professional school.

Who receives financial aid?

- Approximately 68 percent of full-time undergraduate students reported that they received some sort of aid in 1995–96, compared to 60 percent three years earlier. Fifty-four percent received aid in the form of grants, while 44 percent took out loans to finance their education.

- Students at private institutions in 1995–96 were more likely to receive aid than their counterparts at public universities and colleges. Sixty-three percent of public full-time undergraduate students reported financial assistance, while almost 80 percent of full-time students at private universities received aid.

NATIONAL POSTSECONDARY STUDENT AID STUDY

The National Postsecondary Student Aid Study (NPSAS) reports on higher education expenses, distribution of financial aid, and characteristics of aided and non-aided students. Administrative records concerning student financial aid are coupled with student interviews and data from a subsample of parents.

NPSAS provides a recurrent database used by policymakers to determine federal policy concerning student financial aid. The goal is to identify institutional, student, and family characteristics related to program participation. NPSAS generates items of interest to researchers about all postsecondary students, such as factors associated with choice of postsecondary institutions, parental support for postsecondary education, and occupational and educational aspirations.

Which children are attending early childhood programs?

- Children from higher income brackets were more likely to attend center-based early childhood programs than those from more moderate income brackets. In 1995, children from families with incomes over $50,000 per year were more likely to attend programs for 2 years or more than children from families with incomes of $50,000 or less.

- While 72 percent of all first-graders had previously attended center-based early childhood programs, a smaller proportion of Hispanic first-graders (57 percent) had participated in these programs than their white (73 percent) or black (76 percent) counterparts.

NATIONAL HOUSEHOLD EDUCATION SURVEY

The National Household Education Survey (NHES) is a household based telephone survey that covers varied educational topics, including program participation, home activities, early childhood and adult education, as well as parental involvement in education, and the role of families in children's learning. Extensive family and household background information is included as well as school and program characteristics.

The NHES collects data on high priority topics on a rotating basis. Although the primary purpose of the NHES is to conduct repeated measurements of the same phenomena at different points in time, one-time surveys on topics of interest to the Department of Education may also be fielded.

What do we know about funding available for public libraries?

- In 1994, public libraries reported that 78 percent of total operating income of over $5 billion came from local sources, 12 percent from the state, about 1 percent from federal sources, and over 8 percent from other sources, such as gifts and donations, service fees and fines.
- Per capita operating income from local sources was under $3 for 13 percent of public libraries, $3 to $14.99 for 51 percent, and $15 or more for 36 percent of public libraries.

LIBRARY SURVEYS

- The Public Library Survey (PLS) is an annual survey of public libraries, including addresses, financial statistics, and circulation information.
- The Academic Library Survey (ALS), a biennial component of the Integrated Postsecondary Education Data System (IPEDS), covers libraries of accredited higher education institutions and those in nonaccredited institutions with programs of four years or more.
- Information on elementary and secondary school libraries and media centers are collected in the Schools and Staffing Survey (SASS).
- In 1994, NCES began collecting data on resources and services of state library agencies.
- A Federal Libraries and Information Centers Survey, conducted in 1995, will be updated every five years.
- Data on library resources through cooperatives, networks, and systems were collected in 1996.

What are the literacy levels of adults in the United States?

- In a 1992 assessment of adult literacy skills, 21 percent of the adult population—more than 40 million Americans over the age of 16—had no more than rudimentary reading and writing skills.
- In 1994, only Sweden exceeded the United States in the percentage of adults scoring at the highest levels of literacy.

NATIONAL ADULT LITERACY SURVEY

The National Adult Literacy Survey (NALS) measures the prose, quantitative and document literacy skills of the adult population of the U.S.

INTERNATIONAL ADULT LITERACY SURVEY

The International Adult Literacy Survey (IALS) was a collaborative effort by seven European and North American governments and three intergovernmental organizations to gather information about literacy in 1994. The survey findings are the most detailed description ever available on the condition of adult literacy and its relationship to labor force participation, education, training, and participation in the community.

Additional countries have administered IALS in subsequent years.

Vocational Education

What is happening in vocational education?

- The average number of Carnegie units or credits earned in vocational education by public high school graduates declined 17 percent between 1982 and 1994.
- Public high school graduates earned an average of 4.7 credits in vocational education in 1982 and 3.9 credits in 1994. During this same time period, academic coursetaking increased about 21 percent, from 14 to 17 credits.

Data on Vocational Education

The Data on Vocational Education (DOVE) project derives data on vocational education from NCES' secondary and postsecondary surveys. The transcript studies, the longitudinal studies, and SASS are the primary sources of vocational data in secondary education. At the postsecondary level, IPEDS, NPSAS, and the longitudinal studies are the primary sources for vocational education data. The project compares vocational education students, teachers, and schools with their non-vocational counterparts.

The primary use of the DOVE system is to report on the status of vocational education. The system allows researchers to compare students who are concentrating in vocational education with those students who are not concentrating in vocational education.

International Comparisons

How do U.S. students compare with those in other countries?

- In mathematics in 1995, U.S. fourth graders performed above the international average of 26 countries, were outperformed by those in 7 countries, and outperformed those in 12 countries.
- U.S. eighth graders scored below the international average of 41 countries tested in mathematics in 1995, and above the international average of countries in science.
- U.S. twelfth graders performed below the international average and among the lowest of 21 countries tested in both mathematics and science.

International Education Statistics

The Third International Mathematics and Science Study (TIMSS) compared achievement of students in the United States with that of students at several grade levels in 41 countries in 1995. TIMSS is sponsored by the International Association for the Evaluation of Education Achievement (IEA); NCES is an active participant in this project, jointly with the National Science Foundation.

The International Education Indicators Project, a project of the Organization for Economic Cooperation and Development (OECD), which NCES supports and participates in, produces comparable data on education indicators of international importance. The indicators are contained in the report *Education at a Glance*, and the basic data are available on diskette.

How prevalent a problem is crime and violence in public schools?

- Fifty-seven percent of public elementary and secondary school principals said that one or more incidents of crime/violence at their schools were reported to police or law enforcement officials during the 1996–97 school year.

How prevalent is Distance Education in post-secondary education today?

- A third of higher-education institutions offered distance education courses in fall 1995, another quarter planned to offer such courses in the next 3 years, and 42 percent did not offer and did not plan to offer distance education courses in the next 3 years.

FAST RESPONSE SURVEY SYSTEM

The Fast Response Survey System (FRSS) collects and reports data on key education issues at the elementary and secondary levels quickly with minimum response burden. The FRSS was designed to meet needs of decision makers when information could not be collected quickly through traditional NCES surveys.

POSTSECONDARY EDUCATION QUICK INFORMATION SYSTEM

In the postsecondary education area, the Postsecondary Education Quick Information System (PEQIS) was established to collect timely data on focused issues needed for program planning and policy development with a minimum burden on respondents. PEQIS surveys are also used to assess the feasibility of developing large-scale data collection efforts on a given topic or to supplement other NCES postsecondary surveys.

Services

National Education Data Resource Center

The National Education Data Resource Center (NEDRC) performs special statistical analyses and tabulations of NCES data sets. Services are free of charge for state education personnel, education researchers, and others needing limited special tabulations. NEDRC also distributes CD-ROMs and publications with NCES data.

Training and Technical Assistance

NCES personnel frequently provide training to researchers on use of NCES data sets, perform data set demonstrations, and are available for technical assistance on an ongoing basis.

How To Obtain Information

NCES data may be obtained in a variety of formats from NCES directly, downloaded from the Internet, or through the Government Printing Office.

For more information about NCES services or comments, e-mail: **NCESCustServ@ed.gov**

Single copies of publications and CD-ROMs also are available by calling, writing or e-mailing **EDPubs at 1–877–433–7827, P.O. Box 1398, Jessup, MD 20794–1398, EdPubOrders@aspensys.com.**

The Government Printing Office order blank is on page 31.

SELECTED CD-ROMS AVAILABLE

Baccalaureate and Beyond Longitudinal Study First Follow-up

Beginning Postsecondary Student Longitudinal Study 1990–1994

Common Core of Data 1988–89 to 1993–94

High School & Beyond 1980–1992

Integrated Postsecondary Education Data System

NAEP Data on Disk: 1994 Almanac Viewer (Reading, History, Geography)

NAEP Data on Disk: 1996 Almanac Viewer (Math, Science)

National Education Longitudinal Study of 1988–1994

National Household Education Survey

National Postsecondary Student Aid Study (1987, 1990, 1993, 1996)

National Study of Postsecondary Faculty

School District Data Book

Schools and Staffing Survey, 1993–94

Internet Access

http://nces.ed.gov/

The National Center for Education Statistics (NCES) is the Nation's principal education statistics agency. Our Web site provides access to a wide range of statistical information about education in the United States and other nations.

The NCES home page includes:

Commissioner's Remarks

What's New offers a description of recently released reports and upcoming conferences.

Search NCES provides a link to NCES information via keyword index.

Publications gives you the capability to find publications by subject or survey.

Data & Surveys provides detailed information about NCES surveys.

Subjects A–Z categorizes education topics alphabetically.

Partners describes NCES collaborative projects.

ED at a Glance provides direct links to NCES materials.

FAQ Section provides responses to questions about NCES data.

Locating Staff provides a search mechanism to locate NCES staff.

NCES publications may be found at:

http://nces.ed.gov/ncespubl.html

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ACCESSING EDUCATION STATISTICS

These NCES studies, programs, and services can be reached through the following phone, fax, and e-mail addresses:

AREA CODE: (202) EXCEPT WHERE NOTED	PHONE	FAX	E-MAIL
Academic Library Survey	219–1362	219–1679	Jeffrey__Williams@ed.gov
Beginning Postsecondary Student Longitudinal Study	219–1914	219–1529	Paula__Knepper@ed.gov
Baccalaureate and Beyond	219–1914	219–1529	Paula__Knepper@ed.gov
Condition of Education	219–2252	219–1575	John__Wirt@ed.gov
Common Core of Data	219–1618	219–1728	Frank__Johnson@ed.gov
Cooperative System Fellows Program	219–1621	219–1728	Lee__Hoffman@ed.gov
Digest of Education Statistics and *Projections*	219–1432	219–1575	Tom__Snyder@ed.gov
Early Childhood Longitudinal Study	219–1574	219–1728	Jerry__West@ed.gov
Fast Response Survey System	219–1463	219–1366	Bernard__Greene@ed.gov
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National Assessment of Educational Progress	208–0928	219–1679	Janis__Brown@ed.gov
National Education Data Resource Center	(703) 845–3151	(703) 820–7465	nedrc@inet.ed.gov
National Education Longitudinal Study of 1988	219–1777	219–1728	Jeff__Owings@ed.gov
National Forum on Education Statistics	219–1621	219–1728	Lee__Hoffman@ed.gov
National Household Education Survey	219–4182	219–1325	Chris__Chapman@ed.gov
National Longitudinal Study of the H.S. Class of 1972	219–1365	219–1529	Aurora__D'Amico@ed.gov
National Postsecondary Student Aid Survey	219–1448	219–1690	Andrew__Malizio@ed.gov
National Study of Postsecondary Faculty	219–1834	219–1325	Linda__Zimbler@ed.gov
Postsecondary Education Quick Information System	219–1366	219–1575	Bernard__Greene@ed.gov
Public Library Survey	219–1772	219–1679	Adrienne__Chute@ed.gov
Private School Survey	219–1744	219–1325	Stephen__Broughman@ed.gov
School Crime Supplement	219–1767	219–1325	Kathryn__Chandler@ed.gov
School District Data Book	219–1627	219–2061	Tai__Phan@ed.gov
Schools and Staffing Survey	219–1461	219–1325	Kerry__Gruber@ed.gov
Third International Mathematics and Science Study	219–1746	219–1736	Eugene__Owen@ed.gov
Vocational Education	219–1419	219–1575	Lisa__Hudson@ed.gov

Selected Recent Publications

Listed below is a sampling of frequently requested NCES publications available for purchase.

America's Teachers: Profile of a Profession
GPO #065–000–01046–1, $25

Approaching Kindergarten: A Look at Preschoolers in the United States
GPO #065–000–00807–6, $3

Campus Crime and Security at Postsecondary Education Institutions
GPO #065–000–00973–1, $11

The Condition of Education 1998
GPO #065–000–01196–4, $25

Findings from The Condition of Education series:

Public and Private Schools: How Do They Differ? Findings from The Condition of Education 1997
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Postsecondary Persistence and Attainment: Findings from The Condition of Education 1997
GPO #065–000–01068–1, $4

The Social Context of Education: Findings from The Condition of Education 1997
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Women in Mathematics and Science: Findings from The Condition of Education 1997
GPO #065–000–01067–4, $4

Digest of Education Statistics, 1997
GPO #065–000–01098–4, $44

Dropout Rates in the United States, 1996
GPO #065–000–01096–8, $9.50

Education and the Economy: An Indicators Report
GPO #065–000–00990–1, $14

Education in States and Nations
GPO #065–000–00873–4, $22

Enrollment in Higher Education: Fall 1995
GPO #065–000–01039–9, $15

Fathers' Involvement in Their Children's Schools
GPO #065–000–01089–5, $14

Federal Support for Education, Fiscal Years 1980 to 1997
GPO #065–000–01081–0, $7

First-Generation Students: Undergraduates Whose Parents Never Enrolled in Postsecondary Education
GPO #065–000–01151–9

Historically Black Colleges and Universities, 1976–94
GPO #065–000–00903–0, $9

Literacy of Older Adults in America: Results From the National Adult Literacy Survey
GPO #065–000–00939–1, $17

NAEP 1996 Trends in Academic Progress: Report in Brief
GPO #065–000–01063–1, $4

NAEP 1996 Mathematics Report Card for the Nation and the States
GPO #065–000–00984–6, $12

NAEP 1996 Science Report Card for the Nation and the States
GPO #065–000–01004–6, $12

NAEP 1994 Geography Report Card
GPO #065–000–00872–6, $10

NAEP 1994 U.S. History Report Card
GPO #065–000–00865–3, $10

Private Schools in the U.S.: A Statistical Profile, 1993–94
GPO #065–7000–01045–3, $20

Profile of Policies and Practices for Limited English Proficient Students
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Profiles of Students with Disabilities as Identified in NELS:88
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Profile of Undergraduates in U.S. Postsecondary Institutions: 1995–96

GPO #065–000–01146–8, $15

Projections of Education Statistics to 2008
GPO #065–000–01030–5, $19

Pursuing Excellence: A Study of United States Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context
GPO #065–000–00959–5, $9.50

Pursuing Excellence: A Study of United States Fourth-Grade Mathematics and Science Achievement in International Context
GPO #065–000–01018–6, $4.75

Pursuing Excellence: A Study of United States Twelfth-Grade Mathematics and Science Achievement in International Context
GPO #065–000–01181–6, $10

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GPO #065–000–00889–1, $15

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